

South Carolina

Certified Public Managers Program Project

FY 2015-2016

The Orientation and Onboarding of South Carolina Criminal Justice Academy Instructors

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PROBLEM STATEMENT

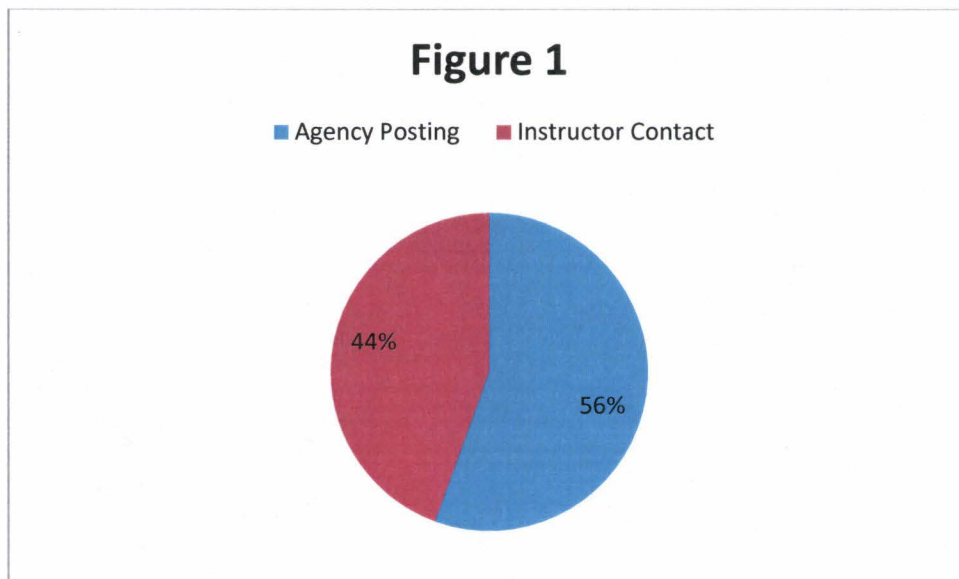
The ultimate goal of every state agency is to recruit and retain good quality employees and the South Carolina Criminal Justice Academy (SCCJA) is no different. The success of this goal begins the moment that a new hire begins their orientation process. An organized orientation process sets the tone for a positive employer/employee relationship. This relationship is further enhanced with a formalized onboarding process which introduces the new hire to the agency's mission, philosophy, and professional code of ethics. According to (Savitt, 2012), new hires are more engaged and emotionally invested in their job when they have a clear understanding of where and how they fit into the organization.

The South Carolina Criminal Justice Academy is a unique state agency because it serves as the only law enforcement training academy for the State of South Carolina. The mission of the South Carolina Criminal Justice Academy is to foster and uphold prescribed laws and regulations by providing mandated basic and advanced training to law enforcement personnel and maintaining a continuous certification process to ensure that only the most qualified persons are sanctioned by the state to enforce its laws. In order to accomplish this mission SCCJA has 84 staff members who serve in the administrative areas such as Director, Deputy Director General Counsel, Financial Services, Training Operations Manager, Standards and Testing, Certification, and Registration. The other 42 members on staff serve as the instructional staff. Their responsibilities are to provide the direct training to the cadets in the areas of basic law enforcement, basic detention, and basic telecommunication (911 dispatchers) as well as several advanced curriculum areas. While the current orientation provided by Human Resources covers the basic information such as insurance, leave and attendance, payroll, and Academy policies, an orientation and onboarding survey (Appendix A) was provided to the most recently hired

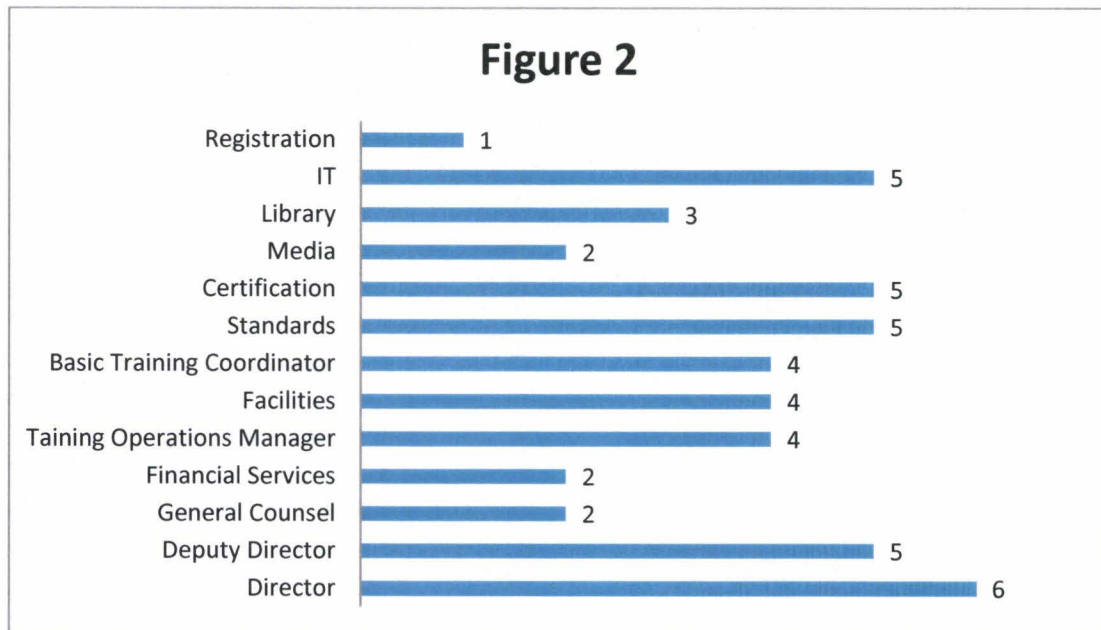
instructors in 2014 and 2015. The information revealed in that survey suggests there is a need for a more detailed orientation and onboarding process for newly hired instructors.

DATA COLLECTION AND ANALYSIS

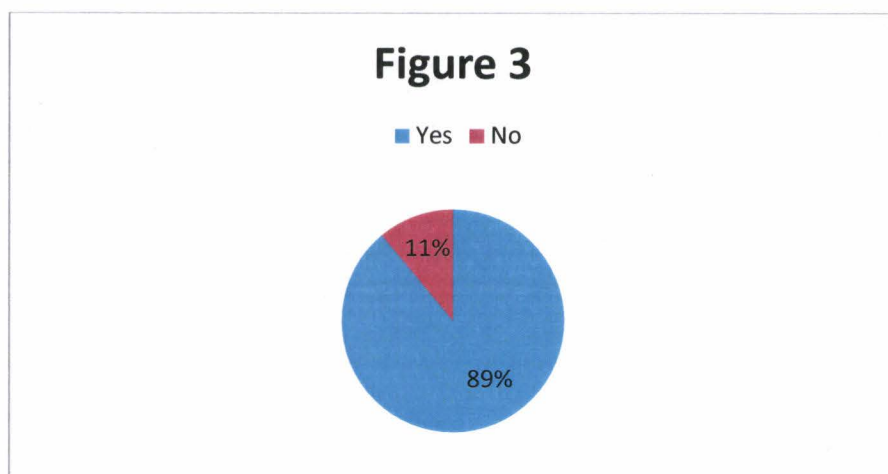
The goal of this research is to enhance what is currently being presented in the Human Resource orientation and to provide an onboarding checklist for the supervisors of these newly hired instructors. The data that was collected from the survey came from a total of nine instructors that were hired between 2014 and 2015. Figure 1 provides information on how the instructor found out about the available position in an area where they had a level of experience or expertise. With the amount of contact that current instructors have with the law enforcement community throughout the state, word of mouth of an available position is many times the fastest way to get the information out and encourage officers to apply for the positions. The South Carolina Government Jobs website is another way the information is circulated through an agency posting.



The data in Figure 2 indicates the administrative areas that the newly hired instructor was given information about. It is important that the newly hired instructor is aware of each of these administrative areas because they can play a role in the day to day work flow of that instructor. Each of these administrative functions will be further expanded upon in the Appendix B portion of this research.



The information provided in Figure 3 indicates that 89% of the instructors hired felt that they were given adequate information on their pay and insurance.



Information in Figure 4 indicates whether or not the newly hired instructors were given a tour of the SCCJA campus. Because instructor's classes can be spread throughout the campus it is imperative that they have an understanding of where all of the classrooms, gyms, firearms, driving, and practical problem ranges are located.

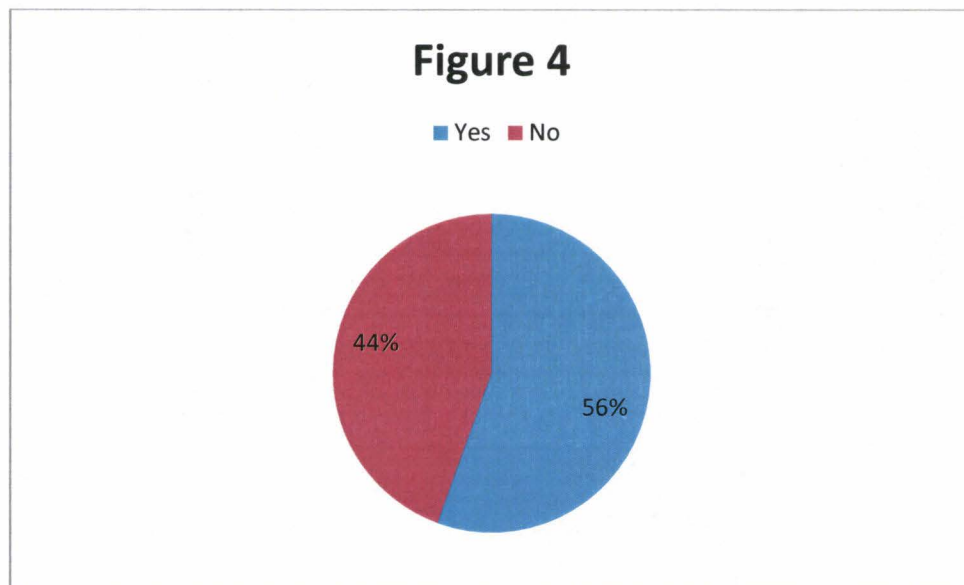


Figure 5 documents introductions to the various training units on the SCCJA campus. Even though an instructor is hired for one particular unit, many times due to subject matter and curriculum content, one unit may cross train and instruct in another units area.

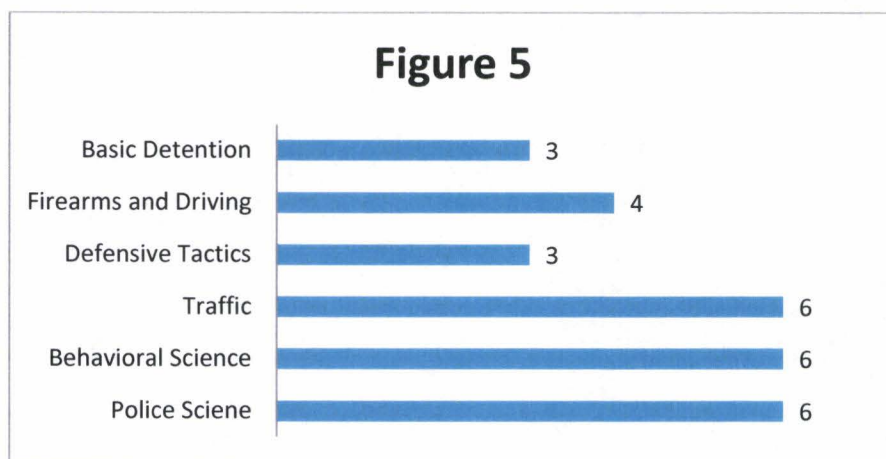


Figure 6 indicates that during the instructor's onboarding process their position descriptions and instructional duties were clearly identified to 100% of their satisfaction. If an instructor understands how they fit into an organization they are more likely to be engaged and highly motivated to do a good job.

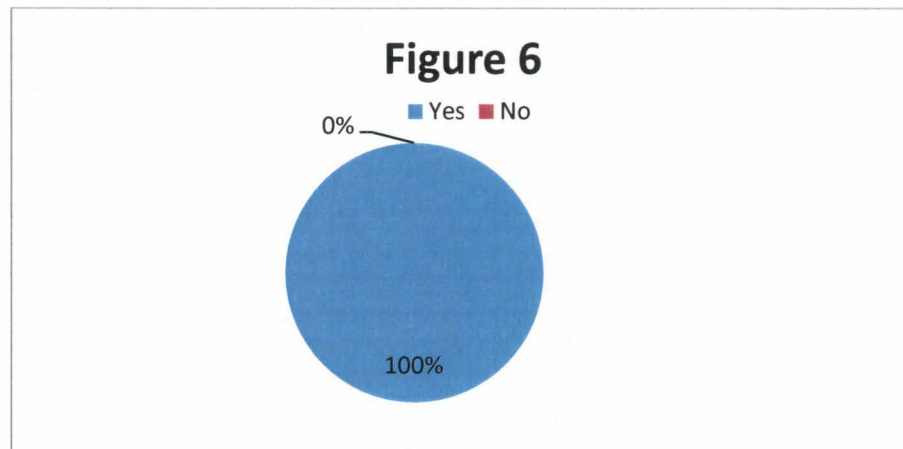


Figure 7 documented with 100% satisfaction that all of the newly hired instructors were introduced to the other members of their unit. They were also told what their instructional responsibilities were in relation to other members of the unit.

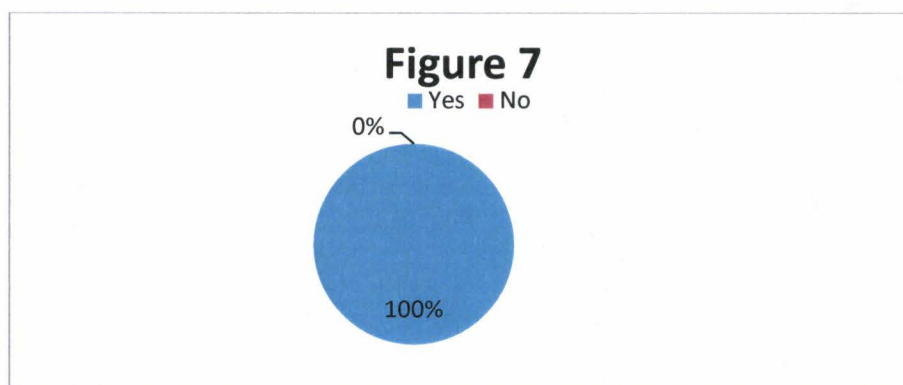
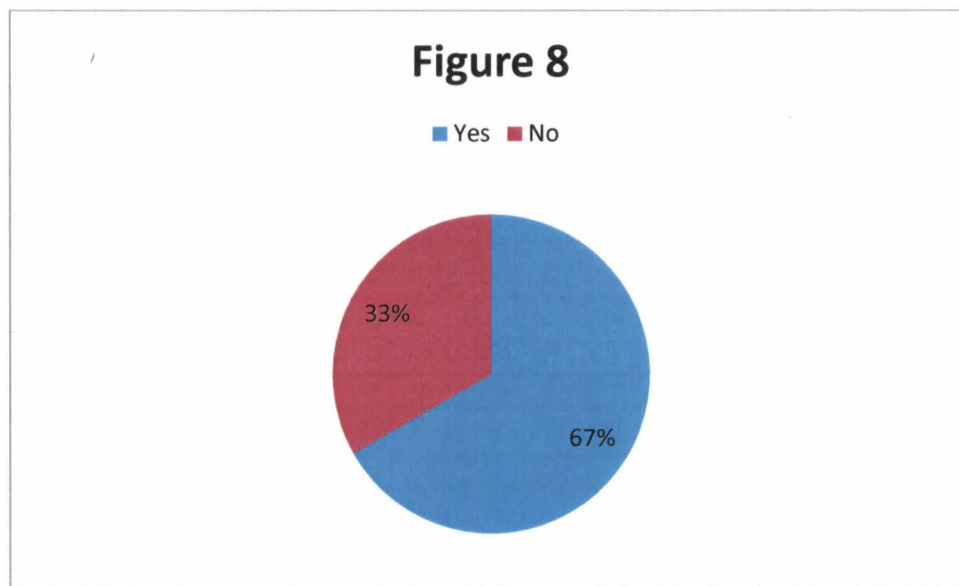
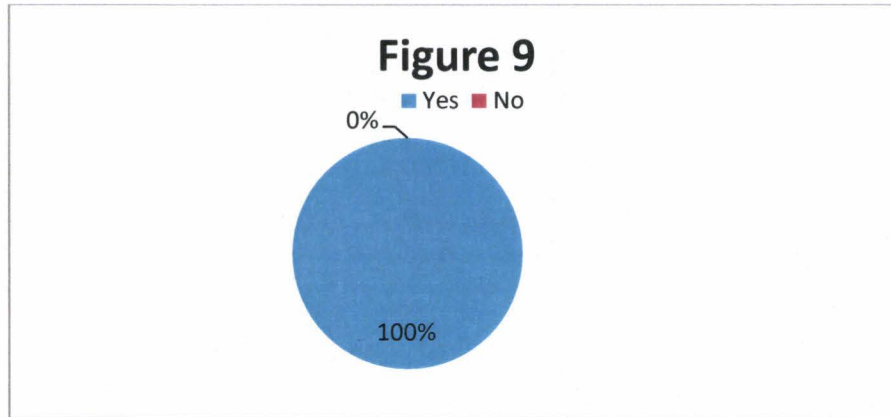


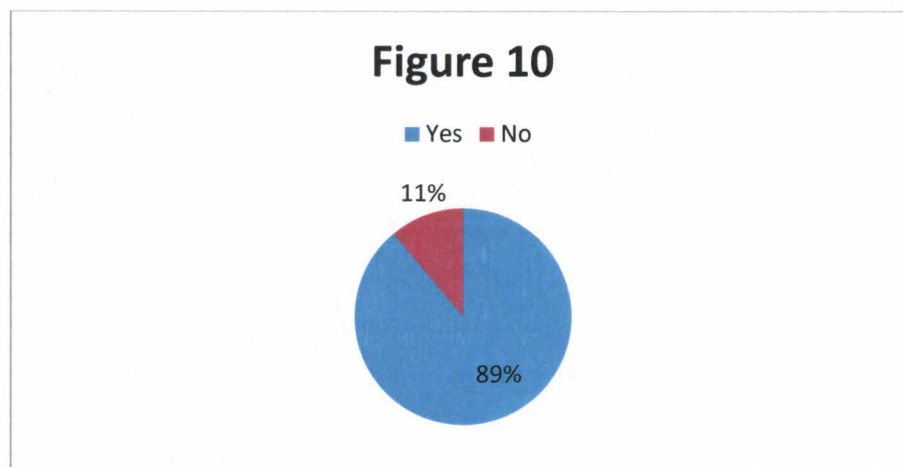
Figure 8 represents whether or not the newly hired instructors had the required Basic Instructor Development certification. This is a required certification before an instructor is allowed to teach a group of basic cadets or advanced classes. This class teaches the instructor how to write a lesson plan, and create test questions, according to the Standards and Testing Division at SCCJA.



The information provided in Figure 9 suggests at a rate of 100% for that the newly hired instructors were given adequate time to observe other instructors teaching styles and classroom management practices. This is an important step for a new instructor to have a better understanding of the delivery method and timing of the curriculum information being presented.



The information provided in Figure 10 documented the level of communication and information distribution on current issues within the agency by way of the supervisor, meetings, e-mail with command staff, or via the Academy Newsletter.



IMPLEMENTATION PLAN

The information gathered during the survey (Appendix A) supports the overall goal of creating a two day orientation for newly hired instructors at SCCJA. The action steps needed to complete this goal would involve enhancing the current human resource orientation process by adding information from the administrative areas. This can be accomplished by allowing a representative from each of the administrative areas (Appendix B), to come in and address the

newly hired instructor, explaining their role and how they can assist that instructor. The survey also supports the need for supervisors of the various units such as Police Science, Behavioral Science, Defensive Tactics, Traffic, Basic Detention, and Firearms/Driving units to have a checklist (Appendix C) for the onboarding of newly hired instructors. This checklist would provide consistency and uniformity instead of what is currently being done, which means each supervisor does it his/her own way.

Day one of orientation would be set up by Human Resources. They would continue their primary role of providing information to the new instructor on insurance, leave and attendance, payroll and Academy policies. They would also have the responsibility of notifying the other administrative areas of the orientation date and the time they would be expected to speak with the newly hired instructor. Day two and beyond of the orientation would begin with the Supervisor of the instructor's assigned unit and the beginning the onboarding process. Integration of the enhanced Human Resource orientation, and the Supervisory Onboarding Checklist into the standard operating procedures of SCCJA would be at the discretion of the Deputy Director and the Director. There would be no financial cost associated with the implementation of these procedures and the benefit would be a highly engaged and motivated instructor.

EVALUATION METHOD

In order to determine in the future the success of the Human Resource orientation a survey was created (Appendix D) and is to be given to the newly hired instructor at the end of their day one orientation. This provides immediate feedback to all participants and adjustments

can be made as needed. The success of the Supervisor's Onboarding Checklist can be measured by the completion of all duties on the checklist.

SUMMARY AND RECOMMENDATIONS

The function and overall mission of SCCJA is to train law enforcement and in order to accomplish that goal it takes hiring the best instructors possible. Once hired the goal changes toward retain that instructor and the way to accomplish this is to have an organized orientation and onboarding process. In keeping with those goals the following recommendations are suggested.

Recommendation I

Increasing the current Human Resource orientation to include the administrative areas of Director/Deputy Director, General Counsel, Financial Services, Training Operations Manager, Facilities, Basic Training Coordinator, Standards & Testing, Certification, Media, Library, Information Technology, and Registration.

Recommendation II

Adopt the Onboarding Supervisor Checklist. This would provide uniformity and consistency among all supervisors when onboarding new instructors into the various training units

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APPENDICIES

APPENDIX A

SOUTH CAROLINA CRIMINAL JUSTICE ACADEMY ORIENTATION AND ONBOARDING SURVEY

1. How did you learn about the South Carolina Criminal Justice Academy Instructor position you applied for?
 - a. Agency posting through SCGOV Jobs website
 - b. Contact from a current SCCJA Instructor
 - c. Other (please specify) _____

2. During your HR orientation please circle from the list below any of the administrative areas that you were given information about.

a. Director	h. Standards & Testing
b. Deputy Director	i. Certification
c. General Counsel	j. Media
d. Financial Services	k. Library
e. Training Operations Manager	l. Information Technology
f. Facilities	m. Registration
g. Basic Training Coordinator	

3. During your HR orientation do you feel you were given adequate information on your payroll and insurance information?
 - a. Yes
 - b. No

4. During your HR orientation were you given a tour of the SCCJA campus?
 - a. Yes
 - b. No

5. During your onboarding process were you introduced to the other unit training areas listed below? Circle all that apply.
- | | |
|----------------------------|----------------------------|
| a. Police Science Unit | d. Defensive Tactics |
| b. Behavioral Science Unit | e. Firearms & Driving Unit |
| c. Traffic Unit | f. Basic Detention Unit |
6. During the onboarding process do you feel your position description and instructional duties were clearly identified?
- a. Yes
b. No
7. During your onboarding process were you introduced to other members of the unit and told what their instructional responsibilities were in relation to yours?
- a. Yes
b. No
8. Prior to teaching your first classes were you certified in Basic Instructor Development?
- a. Yes
b. No
9. Prior to teaching your first classes as the primary instructor do you feel you were given adequate time to observe other instructors teaching styles and classroom management practices?
- a. Yes (how many classes did you observe): _____
- b. No (how many classes would you like to observe): _____
10. Do you feel that you are provided with the most current and up to date information about what goes on at SCCJA through meetings or e-mails with your supervisor, meetings or e-mails with command staff, or via the Academy Newsletter?

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g. Basic Training Coordinator	

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 - a. Yes
 - b. No

4. During your HR orientation were you given a tour of the SCCJA campus?
 - a. Yes
 - b. No

a. Yes

b. No (explain: _____)

APPENDIX B

ADMINISTRATIVE ORIENTATION

1. Director/Deputy Director – provide welcome.
2. General Counsel – as well as other attorneys would explain their role in reviewing all lesson plans with legal content.
3. Financial Services – which would also include Procurement would explain the process for ordering any equipment for classes, travel, cafeteria meal purchase, and uniform ordering.
4. Facilities – would explain their process for obtaining keys and ID badges.
5. Training Operations Manager – would explain his/her role being responsible for the Master Training Schedule and Supervisor over all instructors at the Academy.
6. Basic Training Coordinator – would explain his/her role being responsible for all students who attend the Academy.
7. Standards & Testing – would explain the process of submitting lesson plans and test questions for both basic and advanced curriculums of instruction.
8. Certification Unit – would explain how the instructor would complete the paperwork for their law enforcement re-certification.
9. Media – would explain how instructors can view the Domestic Violence, Line-Up and Legal Update TV shows which are required viewing for re-certification. The Media unit also provides the opportunity for an instructor to create their own TV show to put out information to law enforcement officers throughout the state.
10. Library – would explain the process of obtaining research material for the writing and updating of an instructor's lesson plans.
11. Information Technology – would explain their role in assisting the instructor with any issues regarding the computers in their office as well as in the classrooms.
12. Registration – would explain the process of registration for any advanced classes the instructor may have and the paperwork that needs to be completed in order for certificates to be processed.

APPENDIX C

ONBOARDING SUPERVISOR CHECKLIST

Day Before:

1. Notify staff of new instructor's arrival and assign a mentor.
2. Notify the IT department of the office location of the new instructor for computer and phone setup.
3. Confirm Human Resource orientation time and room number.
4. Prepare the Instructor Binder to include the following information:
 - a. Contact information of supervisor and peers within the assigned unit.
 - b. Copy of the Academy phone directory.
 - c. Copy of the Instructor Handbook.
 - d. Copy of all lesson plans, power point presentations, and curriculum schedules the new instructor will be responsible for.
 - e. Copy of monthly unit instructional schedule.

Onboarding of New Instructor Day 1:

1. Meet instructor and escort them to the Human Resource Orientation. Return with the new instructor to their assigned unit once the HR orientation is completed.
2. Make introductions to unit staff members and give new instructor a tour of the unit.

3. Allow instructor the rest of the day to set up his/her office, computer, voice mail, and e-mail.
4. Notify new instructor of their expected arrival time and departure time of the work day.

Onboarding of New Instructor Day II and Beyond

1. Cover all information within the instructor binder.
2. Cover the position description with the instructor and explain how their job relates to other instructors within the unit. Cover classroom responsibilities and work schedules.
3. Discuss performance standards and expectations as well as the evaluation procedures. Ensure that the instructor's certifications are current and schedule the Basic Instructor Development course if needed.
4. Review and assist instructor as needed with their SLED Commission paperwork.
5. Review the chain of command policies.
6. Follow up with new instructor to make sure that he/she had keys to all areas of responsibility, employee ID card, alarm code, and parking decal.
7. Follow up with new instructor on the uniform dress code and grooming policies.
8. Schedule dates for the new instructor to observe their mentor's classes as well as other instructor's classes within the unit.
9. Set a date for the new instructor to take over as the primary for their classes and perform quarterly evaluations.
10. Explain the process of the Mandatory Retraining Notification form (MRN) for the renewing of his/her law enforcement and basic instructor certifications. This will be accomplished on a three year cycle based on the date of instructor's law enforcement certification.

APENDIX D

South Carolina Criminal Justice Academy Human Resource Evaluation Orientation Survey

1. Which part of the orientation did you find?
 - a. Most informative _____
 - b. Least informative _____

2. Which part of the orientation did you find?
 - a. Most interesting _____
 - b. Least interesting _____

3. Were the topics presented during the orientation effective?
 - a. Yes
 - b. No

4. On a scale of one to five with one representing excellent and five representing poor please rate each item listed below.

a. Duration of orientation	1	2	3	4	5
b. Format of orientation	1	2	3	4	5
c. Range of topics	1	2	3	4	5
d. Relevance of topics	1	2	3	4	5
e. Clarity of information	1	2	3	4	5
f. Tour of the Academy	1	2	3	4	5

5. As a result of this orientation do you have a better understanding of the Academy's organizational Mission, Philosophy, and Professional Code of Ethics according to Policy and Procedure 4.29 New Employee Orientation?

- a. Yes
- b. No

6. As a result of this orientation do you understand where all Academy policies and procedures are located and how to access them through Power DMS?

- a. Yes
- b. No

7. During orientation did you receive a copy of the "Distribution of Academy Issued Items" checklist?

- a. Yes
- b. No

8. List three things that you have learned about the Academy as a result of this orientation.

- a. _____
- b. _____
- c. _____

9. What suggestions do you have for improving this orientation program? Please be specific.

10. Please provide a summary of your overall evaluation of this orientation.